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ABSTRACT

The purpose of the conference was to discuss some important recommendations of the Third International Conference on Adult Education, sponsored by UNESCO, Tokyo, Japan, July 25-August 7, 1972. The conference was made up of 36 invited participants from fifteen coutries. Discussions were carried on in French, English, and German with simultaneous translation. Recommendations were discussed concerning: adult education programs within the framework of community development programs, recognition of diplomas and qualifications acquired as part of adult education, the possibility of a preliminary data-gathering project with the ultimate aim of developing evaluation and forecasting in adult education, and promoting the establishment of working relationships between professional adult educators and various out-of-school information media. (Author/DS)

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September 1973

Memo to: Judson P. Bradshaw
President, NAPCAE

From Laurence E. Morgan
NAPCAE Representative at the Salzburg Discussions

Subject: Report of the 16th Salzburg Discussions of Leaders in Adult Education, Salzburg, Austria, July 29 -- August 4, 1973

Conference Purpose and Structure

The purpose of the conference was to discuss "some important recommendations of the Third International Conference on Adult Education, sponsored by UNESCO, Tokyo, Japan, July 25-August 7, 1972."

The conference was sponsored by the Austrian Adult Education Association and was held at their residence center, "Haus Rief," about ten kilometers south of Salzburg, Austria.

Participation was by invitation from the conference coordinator, Professor Doctor Herbert Grau, Director of the Adult Education Program in Linz, Austria. There were 36 participants from 15 different countries including Austria, Czechoslovakia, Denmark, England, Finland, Germany, the Netherlands, Hungary, Ireland, Norway, Poland, Romania, Sweden, Switzerland, and the U.S.A. Participants from the U.S.A. included Laurence Morgan of San Diego and Dr. Ann Cass of New York City.

The conference followed a U.N.-type format. Discussions were in English, French and German. Each participant wore earphones and, through simultaneous translation, was able to listen in on the language of his choice.

Resume of Discussions

Tokyo Recommendation 8

"Plan adult education programs within the framework of community development programs, and link them with present and future manpower needs, so that efforts made in the education of adults can have an immediate effect on the economic and social development of the country.

Make adult education planners aware of the various development planning priorities in their respective countries and, to this end, ensure that a close relationship is maintained with the official body responsible for the national economic and social plan."

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Conference Reactions

Among the implementation difficulties postulated were those pertaining to regional social, cultural and political differences; population shifts; and an apparently increasing trend toward social illiteracy--the alienation of people toward the processes of society. The concensus seemed to be that implementation should be at the local level--that it is the responsibility of adult educators to make government aware of the needs of society--that it is the responsibility of adult educators to develop programs geared to the needs of their particular community or region.

Tokyo Recommendation 6

"Recognition of diplomas and qualifications acquired as part of adult education and inclusion of this in binding clauses forming part of collective agreements.

Recognition, through legislation, to that effect, of the right to life-long education and training courses, whether vocational or general, during working hours without loss of earnings, and also any paid study leave needed to continue their studies."

Conference Reactions

It was generally agreed that the state should give the individual the opportunity of educating himself and that, moreover, the needs of the individual should be heeded by society. It was felt that diploma/certificate programs are important motivational instruments in adult education. There is an increasing trend toward day classes in European adult education programs. The desirability of granting study leaves is recognized. There are problems with respect to implementation such as what to do about replacing workers who are granted study leaves--especially when there are already personnel shortages. It is interesting to note that in France, employers are subsidized by the government for granting employees paid study leaves. An example worthy of study by other countries.

Tokyo Recommendation 14

"Consider the possibility of an initial data-gathering project with a view to setting up, after the necessary analyses, assessments and adjustments have been carried out, a permanent system for the gathering and processing of the statistical data on adult education, which is essential at the evaluation and forecasting stages."

Conference Reactions

There was an overall recognition of the desirability of a data-gathering instrument somewhat akin to our ERIC project. There is the problem of research terminology. Are comparable international statistics feasible? It was agreed that perhaps this should be a project for UNESCO.

Tokyo Recommendation 25

"Promote the establishment of working relationships between professional adult educators, on the one hand, and those responsible for adult education and planning in the various out-of-school information media on the other, particularly in radio, television and films, with a view to giving due priority in the various media for educational and cultural purposes and for coordinated programming.

Undertake and support joint efforts by governments, broadcasters and learners to arrive at a better identification and understanding of learners' needs to apply the finding to program planning and to raise the quality of production through blends of professional skills."

Conference Reactions

Throughout Europe, there appears to be an increasing emphasis on the utilization of mass media for adult education. Some countries, in particular those in the Eastern Bloc, are mainly concerned with promotion of technical and scientific knowledge. Central to the mass media problem is--how to improve communications. The problem of censorship is a very real factor in setting up educational TV programs in most European countries. Some countries, such as Norway, also have strict copyright laws restricting duplication of programs and printed materials. Then, too, there is the all-pervading concern of the influence of TV on society. Generally, there was a feeling that this is an area which holds much promise for adult education.

GENERAL RECOMMENDATIONS

The following are recommended for consideration by the NAPCAE Board of Directors:

(1) That the discussed Tokyo recommendations be endorsed for implementation.

(2) That the other Tokyo recommendations be studied with a view to possible endorsement for implementation.

(3) That consideration be given to subsidizing at least the transportation cost of the NAPCAE representative attending future Salzburg Discussions. Perhaps this could be worked out with AEA-USE for a possible joint representation.

(4) That in any future joint planning with UNESCO for the next International Conference on Adult Education not as much emphasis be placed on the underdeveloped countries. The participants felt that other countries also might have problems which merit the attention of UNESCO.

(5) That more conference participants come from the grass roots level--the field representatives--rather than those representing institutions.

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